

## Fifth Grade Module 4: Mid-Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

#### Score Key: A Progression of Learning

Little or no evidence of reasoning with an incorrect answer.  (1 Point)	Evidence of some reasoning with an incorrect answer.  (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points)	Evidence of solid reasoning with a correct answer.  (4 Points)
---	--	---	--

Module 4 Mid-Module Assessment									
Domain				Standards					
Question	Operations and Algebraic Thinking	Number and Operations - Fractions	Measurement and Data	5.OA.1	5.OA.2	5.MF.3	5.NF.4a	5.NF.6	5.MD.1 5.MD.2
1 a-d, g-h		1 2 3 4					X		
1 e, f			1 2 3 4						X
2		1 2 3				X	X		
3	1 2 3 4			X					
4	1 2 3 4				X				
5		1 2 3 4	1 2 3 4				X	X	X
6 a		1 2 3 4					X		
6 b			1 2 3 4						X
6 c		1 2 3 4						X	

Domain Score	Operations and Algebraic Thinking		Number and Operations - Fractions		Measurement and Data	
Total Points						
Level	4	7-8 pts.	4	18-19 pts.	4	11-12 pts.
	3	5-6 pts.	3	13-17 pts.	3	8-10 pts.
	2	3-4 pts.	2	8-12 pts.	2	5-7 pts.
	1	2 pts.	1	5-7 pts.	1	3-4 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Fifth Grade Module 4: Mid-Module Assessment Task Score Sheet (continued)

### Mid-Module Assessment Task (Topics A–D) Clusters and Standards Addressed

#### Write and interpret numerical expressions.

- 5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.
- 5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.*

#### Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

- 5.NF.3** Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret  $\frac{3}{4}$  as the result of dividing 3 by 4, noting that  $\frac{3}{4}$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $\frac{3}{4}$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*
- 5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
- a. Interpret the product  $(\frac{a}{b}) \times q$  as  $a$  parts of a partition of  $q$  into  $b$  parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . *For example, use a visual fraction model to show  $(\frac{2}{3}) \times 4 = \frac{8}{3}$ , and create a story context for this equation. Do the same with  $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$ . (In general,  $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{ac}{bd}$ .)*
- 5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

#### Convert like measurement units within a given measurement system.

- 5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

#### Represent and interpret data.

- 5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*